

THE AMERICAN PSYCHOLOGIST

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THE AMERICAN PSYCHOLOGICAL ASSOCIATION, INC.

An Important New Text in Social Psychology

FUNDAMENTALS OF Social Psychology

by EUGENE L. HARTLEY and RUTH E. HARTLEY

Here is a fresh and penetrating study of the individual in relation to organized social groups. In this book social psychology is seen as a member of the "social science team," which is made up of both sociology and psychology. Relevant material from these fields, as well as from anthropology and psychiatry, is included. By establishing the principles of a general social psychology, the authors make it possible to approach the study from either direction.

Much of the literature cited here is not discussed in other texts, and many of the materials are entirely original—for example, the comprehensive analyses of communication and socialization. In no sense a compilation of existing points of view, this basic text in social psychology is also a primary source of great importance.

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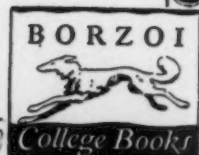
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PSYCHOLOGY AND THE NEWSPAPER MAN¹

ALTON L. BLAKESLEE

Associated Press Science Reporter

QUITE some time ago psychologists reached the stage of variety mentioned by the Walrus in *Alice in Wonderland*. They talk of many things—of stomach ulcers and performance on jobs and biochemistry of mental illness, homogeneous subtests, childhood memories, human electroretinograms, sociometric tests, hunger for sugar, and factorability of factors and even the factorability of factored factors.

Now, some of these things are intensely interesting to people who are not psychologists. For psychology is the science of the human mind and emotions and human behavior. Psychologists are learning things that people want to know—why they feel like they do, act like they do, how to rear children, how to get more fun out of their jobs, how to solve many of their problems, how to live more fully up to their capabilities. Psychologists are beginning to find some of the answers, or at least suggestions about these matters which, above almost any other subject, interest the human being.

The first point, then, is that we can concede that the public is interested, or could be interested, in what psychologists are doing. The second point is that the public has a *right* to know. It is a fundamental right and strength of democracy. Psychologists are learning things that can be useful to people now—now when they need your information. They have a right, too, because the public supports much of your research, directly by taxation, or indirectly through universities or through patronage of private enterprises that use and want your services. The question of clear public understanding of what you do may become more and more important as more and more of the funds to support research come from public monies, whether taxwise or through voluntary contributions. The public and its elected representatives are beginning to hold the whip hand over what kind of research shall be financially supported and, therefore, made more easy to do.

¹ Adapted from a paper given at the symposium "Methods of Communicating Psychological Knowledge to Relevant Publics," at the 1951 APA meeting.

Let us grant, then, that scientists have an obligation and self-interest even, in informing the public of what they do. But scientists must realize something about this public interest. The public wants to know only what is useful and/or interesting to them. And this is not necessarily what is most interesting to the scientists themselves. It is the result, or the potentially useful, or something interesting or charming about nature that makes science a news story. This applies to every field of news. Scientists are most interested in science, just as bakers are most interested in baking. Scientists may be very interested in what Congress does, not as lawyers or congressmen, but as citizens. They want to know, from news stories, what the action means to them. They don't want it told to them in the legal language of the proposed bill. This is exactly the same thing that the non-scientific citizens want from a science story.

Only some of the things that psychologists do make news. In psychological research the methodology used and the validity of it is extremely important, of course. But whether methodology, or any other technical aspect of psychology, is interesting to other people, depends upon circumstances. To illustrate. You come from out-of-town and a friend in Chicago invites you to dinner. The roast beef is delicious, and you compliment your hostess. She says it's because at last she found one butcher in her neighborhood whom she can trust to give her really good cuts of meat. You're mildly interested, if at all, for you won't be buying your meat in Chicago. But if she says, "Oh, that was a cheap, tough cut of beef, but I have a new way of cooking it," you prick up your ears. You can use the methodology. Her information hits you in the stomach.

The moral is obvious. If you want to communicate your work to the public, tell them what is useful or interesting to them. And tell them in a way which will interest them. Don't feel upset if the public is not interested in everything that psychologists do. Or if they don't know or care about the fine points or great details of your science. Every-

one's information on any subject has certain limits, and usually very small limits in fields of knowledge that he doesn't use every day or study. Psychologists are just as vaguely informed or as badly misinformed about many subjects as the rest of us non-psychologists.

COMMUNICATION AND JARGON

It is rather commonly felt that psychologists are not succeeding in communicating what they know to the people whom they wish to know—or failing, at least, in telling it in exactly the way they would like it to be told. Actually, there is no insuperable problem here. The main difficulty is the psychologists themselves and what they are doing, or rather not doing, about spreading word of their research.

The greatest barrier is language—the use of technical language—by psychologists in talking with other people and even at times in talking with themselves. If the useful and interesting things about science are not being made known it is partly because of the way that scientists try to tell it. Scientists and science are the prisoners of technical language, if they insist upon using only technical language.

Scientific jargon has some valuable uses. A technical word or phrase sometimes saves words, and expresses meaning accurately. But it assures accuracy of understanding *only if* your listener understands the word. Often people in the same field of science fail to communicate accurately with each other because they are in different specialties. By insisting upon technical language, they make it too hard for another man to understand them. He misses something he'd like to know. I feel sure that has happened to some of you when you've listened to papers in a different specialty from your own.

Sometimes, this insistence is just a form of snobbery. Your listener, or reader, is often quite as bright as you are, or brighter. He just does not happen to have acquired the same vocabulary. Intentional failure to talk in common language is snobbery or stupidity or a refuge because you don't know what you're trying to say yourself. Almost every human being has some form of jargon peculiar to his activities—the jitterbug, the physicist, truck driver, surgeon, chemist, the cook and her colander. Anyone of them could puzzle the psychologist who happened not to have heard such technical terms or jargon before. But most people,

unless they wish to show off, do not intentionally use only technical language. They talk your language, or explain their terms if they see that you are puzzled or may be making a mistake in interpreting them. They want to be understood. If you go to Paris, do you speak Greek? Or Hindustani in Brooklyn?

Perhaps you must also ask yourselves if you really want the public to understand what you are doing and what you have learned, or if you are afraid to tell them. Because people don't know a certain jargon does not mean they are not intelligent or not willing to learn. Quite the contrary. Too commonly the mistake is made of underestimating the intelligence of the American people. They can and do understand your work, when it is told in words they are familiar with. They appreciate the knowing. But you can't expect them to go beating through the woods and briars to reach the one tree with one apple of one bit of knowledge. Scientists, in reading about other fields of activities, don't bother to do it, either.

COMMUNICATION AND ETHICS

One item in your proposed code of ethics is very disturbing and dangerous. It suggests, in effect, that every psychologist should insist upon reviewing, for accuracy, any story written by any newspaperman, magazine writer, radio commentator, or other writer. It cannot be done. It can't be done because this is censorship and anathema to the free press. It is a slap at the intelligence and integrity of the news profession.* It suggests that you think you are somebody very special, deserving special treatment. Your demand would mean that the President of the United States, any congressman, any truck driver in an accident, should also have the right of reviewing anything written—to say, "yes, this is right," "no, this is not right," or "let's omit these facts."

I know your intention is good. You want to insure accuracy, because of the possible harmful effects of inadequate or misleading information. Reporters and other writers want their stories to be accurate, too. They are jealous of their reputations for good reporting. Mistakes get made. Some of the mistakes in facts or in emphasis are indefensible. But most of them are really minor. Scientists often raise howls of anguish over what they call terrible, wicked errors. When they recover sufficiently from their rage to cite chapter

and verse it quite often turns out that a headline is not exact or the choice of one word is wrong or there was a typographical error in the story or in the spelling of their names. Most of these objections reflect a tender skin and a fear—is it Freudian?—that they will be kidded by their associates. Your proposed censorship is a dead-wrong way to achieve accuracy in news stories. Accuracy can be achieved only by trust, experience, and full and complete cooperation between scientists and newsmen.

Reporters have to be the judges of news, for that is their business. They need, and they look for, assistance in learning what is new in technical fields and assistance in telling it simply and accurately to their readers. Help them, and psychological news will be reported accurately. Hinder them, and it will be reported not at all, or poorly because of the handicaps you impose.

PSYCHOLOGY AND THE NEWSPAPERMAN

A main way in which psychologists can tell people of their work is through newspapers. But if you want to tell them, you must understand newspapers and their mechanics.

Of course your understanding is not absolutely essential. Good reporters will get the story about psychology or a kidnapping or a baseball scandal despite the road blocks. But few stories in psychology are worth the investment of tremendous time and effort when there are as good or better stories to be had elsewhere.

Newspapers tell what has happened today, or been publicly learned today, on all kinds of subjects throughout the world. To do it takes fast work or preparation, or both. Take one story—a story of something reported at an APA meeting. It is written by a reporter who sends it to his newspaper office. In the Associated Press it first is handled by AP editors who put it on the wires for distribution among the 3,000 newspapers and radio stations who are members of the AP in the United States alone. It may also be sent abroad to some of another 1,000 newspapers and radio stations throughout the world who receive AP news service. To get on the AP wire in the first place the story has to compete for position on the basis of its news value compared with all the other stories on all other subjects breaking that day.

When the editor on a newspaper receives a story he decides whether he wants to use it and where.

He judges it on the basis of its interest to the public. This is a science story. Science stories do not have any God-given right to be printed. They must compete, in interest and value, with every other possible story, for precious space. If it is chosen as making the grade, it is given a headline, set in type, fitted into a page form for size, length, and pleasing makeup—and type doesn't stretch—given a mat impression, cast in type, put on the presses to print pages of newspapers. All this takes time.

Every other story and the ads in the newspapers are treated the same way. Speed is essential. Some pages are made up completely the day before, some left open for longer periods during the working part of that newspaper's day, for late-breaking stories of primary interest.

This is a mere sketch of the mechanical problems, and the skills and stages that enter into publishing one story in one newspaper. Now, let us get to the heart of the matter for reporters. We live by the facts of newspaper life. We have deadlines. By noon or earlier, an afternoon newspaper, for example, is pretty well filled up with news of that day. Many go to press early, with their final editions appearing early in the afternoon. If we listen to your speeches during the morning, write and deliver a story on them by noon, the story is very unlikely to get published in that afternoon newspaper, unless the news and interest are big enough to compete with late-breaking news, all of which is slated for page one. For by that time page one and places on one or two other inside pages are all that are not yet filled with news columns.

Well, you say, the story could be printed next day in the morning papers. So it could be. But our job is to report it for papers covering the time cycle in which the news happened. This lateness would mean we could never get anything in afternoon papers but reports presented the day before. You may say that is quite agreeable—why all the hurry when the research was two years in the making anyhow. The answer is that we are covering news announcements every hour, and we have competition, which is valuable in building good newspapers and wire services.

We must get our stories in to newspaper desks early. The best and most efficient way for us to cover a morning meeting is to be able to read your papers, or to talk to the speakers, in advance. Our

stories can arrive on the editor's desk early, and have a fighting chance of being printed. Many newspapers want and like science news. But they can't use it late, at the expense of much "hotter" news of spot importance. The meaning of all this is simple. If newspaper reporters are to have the chance of reporting scientific news, which often takes time to digest and write carefully and accurately, we must have the cooperation of scientists.

As an example of the kind of cooperation we need let us take one reporter working at an APA meeting. He has read the abstracts, in the program, and spotted eight or ten things that sound very interesting, newsy. He may well have chosen the prospects after consulting members or officers of the society for their opinion of what is significant. To write his story, he usually needs more information. He wants to see the full paper of the abstract. But the full paper has not been made available at the press room. He cannot locate the speaker. He then has a choice: to write on the basis of the abstract, which often is technical, or not to write it at all. So he may have to choose another prospect and go through the same procedure. His editor perhaps expects him to choose something. He's been assigned at salary and perhaps other expense to report your meeting.

Sometimes, he finally does locate the speaker he wants. If the speaker is shy, wary, unwilling to amplify, this is simply another hurdle to obtaining the facts for an accurate story. The degree of accuracy of human communication between scientist and reporter often depends upon the willingness of the scientist to be frank and explicit and clear, to point out what his research does mean, and what it does *not* mean. If he hides behind jargon, or distrust, the primary element of inaccurate reporting—inaccurate communication between two human beings—is born.

If you have nothing to say of public interest, tell the reporters. But consult with them whether it is something they, as better experts of newspaper

interest, consider to be news. If they are interested, explain your work, fully and completely, with hedges for accuracy, but with the hedges made clear. Honest reporters do not try to misrepresent you. They have ethics as high as those of any professional society. If your work is preliminary, not final, and only indicative of significance, say so, and say it clearly. If the reporter seems unfamiliar with your field—he may be an expert in other fields of reporting—make sure that you are understanding each other. Newspapers can't afford to have one reporter specializing only in psychology, another in psychiatry, another in physics or nuclear energy or medicine, or the translation of old Egyptian papyri.

Psychological knowledge will be reported successfully to the degree that psychologists cooperate in the problems of reporting it. The mechanics of achieving this are elementary. Make copies. Make your papers available in advance. They might even be selected well in advance of your meetings by those of you who are qualified to judge, or by asking newsmen what they want. Be available and cooperative for interviews to amplify moot or puzzling points, to tell the full story, or to give the "fr'instances" that make a story human and more meaningful.

Many societies with the highest professional standards take steps to make their news more fully available to the press. It can be done in many ways, expensive or inexpensive. Some require all speakers to submit an extra copy of their papers in advance. Some ask or require their members to write abstracts which describe their work in more popular language. Some have elaborate information offices doing this work all year round. The examples are all around you, in the operation of other societies, in the willingness of your own public information officer to do it for you. The decision as to the best method for this Association rests with you, your members, your budget, and your interest in the public.

Manuscript received September 10, 1951

THE FOUNDING OF THE APA

WAYNE DENNIS AND EDWIN G. BORING

Brooklyn College

Harvard University

THERE is, for APA members, inevitable interest in the founding of their association at Clark University on July 8, 1892. Fernberger (5) has already discussed this meeting on the occasion of the APA's fiftieth anniversary in 1942, but he left certain matters undetermined, including the question as to which psychologists were actually present. It is our present purpose to comment more precisely upon this meeting.

Fernberger obtained his information about this meeting from a printed pamphlet entitled *Proceedings of the American Psychological Association*, published or at least printed by Macmillan (2). It bears no date, but, since it contains accounts of the organization meeting in July 1892, the First Annual Meeting at the University of Pennsylvania (with Hall as President and Fullerton as host) in Philadelphia in December 1892, and the Second Annual Meeting at Columbia (with Ladd as President and Cattell as host) in New York in December 1893, the date of the pamphlet must be 1894, and presumably its author is Jastrow who was secretary those first two years.

It is less generally realized that an account of the preliminary meeting on July 8, 1892, was published only six weeks later in *Science* (1) for August 19. The rare pamphlet of 1894 reprints this earlier account of 1892 verbatim, except that it adds to the list of charter members the name of B. I. Gilman. Gilman's name seems to have been omitted from the *Science* list inadvertently, since both accounts affirm his presence by stating that he read a paper. The inclusion of Gilman makes the number of charter members twenty-six, but by no means all of them came. These charter members were those who accepted Hall's invitation and came to the July meeting and those who, invited, had "written letters of approval and accepted membership."

The distribution of the twenty-six charter members shows how the "new psychology" was spreading from the east to the west, how well the laboratory founding of the 1880's and the first years

of the 1890's had progressed. Here is the list of charter members, arranged by institutions.

Clark	6	W. H. Burnham, B. I. Gilman, E. H. Griffin, G. S. Hall, W. O. Krohn, E. C. Sanford
Harvard	3	W. James, H. Nichols, J. Royce
Columbia, McLean Hospital, Pennsylvania, Toronto, Yale	2 each	Respectively: J. McK. Cattell, J. H. Hyslop; E. Cowles, W. Noyes; G. S. Fullerton, L. Witmer; J. M. Baldwin, J. G. Hume; G. T. Ladd, E. W. Scripture
Brown, Indiana, Iowa, Michigan, Nebraska, Stanford, Wisconsin	1 each	Respectively: E. B. Delabarre; W. L. Bryan; G. T. W. Patrick; J. Dewey; H. K. Wolfe; F. Angell; J. Jastrow

Hall dominated the meeting. The idea seems to have been his. He issued the invitations. The meeting was held at Clark. Hall (aged 48) was the oldest charter member except for James and Ladd (each aged 50). James did not attend. He was in Switzerland (6, I, p. 320; 8, II, p. 142). It seems improbable that Ladd attended, since he is mentioned only as being a charter member and as appointed to the newly formed Council, which was instructed "to determine the place, time and programme for the next meeting and then to report a plan of organization." In 1892 Ladd and James were not only the oldest American "physiological psychologists," but they were also the authors of the compendious texts and the only important texts for the new science that had appeared in English.

The first Council consisted of seven members, James, Ladd, and Hall, all of them near fifty, and Fullerton, Cattell, Baldwin, and Jastrow, the young energetic group, whose ages ranged from thirty-two to twenty-nine.

It is clear from the account (1) that the committee or council of seven was elected by the membership—presumably those charter members present at the meeting of July 8. The Council did not

elect the charter members, as Fernberger suggests (5, p. 34). The charter members (perhaps on recommendation of this Council) elected five additional members: T. W. Mills of McGill, A. T. Ormond of Princeton, and three men with PhDs from Wundt at Leipzig—H. Münsterberg, appointed at Harvard and not yet arrived, E. A. Pace, since 1891 at Catholic University, and E. B. Titchener, appointed at Cornell and not yet arrived.

The question arises as to which of the twenty-six charter members were actually present at this meeting on July 8, 1892. Fullerton must have been there, for he presided. Papers were read by Bryan, Gilman, Krohn, Jastrow, Nichols, and Sanford, four of them Hall PhDs at Hopkins or Clark. They must have been there, though we shall see in a moment that Jastrow was not always certain about himself. Nevertheless, Jastrow is recorded as having been elected secretary at the July meeting and the official APA records show he was secretary at the first two annual meetings until replaced by Cattell in 1894. Thus Jastrow must have written the reports that we are citing (1, 2).

Four charter members are living today: Bryan, Dewey, Scripture, and Witmer. We have not been able to elicit reminiscence from three of these survivors, but Bryan has written us as follows:

I attended the meeting of the just then born APA at Clark in July of 1892. I cannot remember who of those named in the *Science* list were present. My impression is that fewer than half of those named in the list were at the meeting. Certainly *not* present: James, Royce, Ladd, Baldwin. The meeting was very informal. For example, my "paper" could only have been a brief report of "The Development of Voluntary Motor Ability," a study that appeared in the November, 1892, number of the *American Journal of Psychology*. Other papers at the meeting were of like informality. I am sorry that I cannot remember more.

Fifty-year-old memories are not too reliable. In January 1941 Fernberger wrote Jastrow to ask about the meeting in July 1892. Jastrow replied: "I was not present on July 8, 1892 at Worcester; presumably I was in Maine. I was, however, invited to join" (5, p. 35). In January 1943, however, Jastrow, in publishing his reminiscences of the early APA, said: "As I recall it, Stanley Hall arranged the meeting to organize an American Psychological Association at Clark University at a time when I would be visiting the eastern universities" in the interests of the Section of Psychology at the World Columbian Exposition (7, p. 65).

Jastrow did make this trip in the summer of 1892 and he seems to have solicited support for the Exposition's exhibit from the psychologists gathered at Worcester. He read a paper. He was elected Secretary. He presumably wrote and published the account of the meeting six weeks later. In fact, we even have Jastrow's permission to count him present, for in this same paper he wrote: "After fifty years memories acquire a haze of uncertainty. My recollections of the formation of the American Psychological Association must be subject to correction by whatever records may be available. My memory functions in terms of interest rather than of time and place" (7, p. 65). Cattell, moreover, seems to have had no doubt of Jastrow's presence and advised Fernberger to try to get more information about the meeting from Jastrow (5, p. 35).

Now let us call the roll for the meeting of July 8, 1892, beginning with Hall, who was certainly present, and passing on, through the various degrees of probability of attendance, to James, who was certainly absent.

1. Hall. Present. He was the host and prime mover.

2. Fullerton. Present. He presided.

3. Bryan, Gilman, Jastrow, Krohn, Nichols, Sanford. Present. They read papers. Jastrow was elected secretary and reported the meeting in *Science*.

4. Burnham and Gilman. Present. They were on the ground at Clark and could not have stayed away.

5. Delabarre from Brown, Cowles and Noyes from McLean Hospital. Probably present. They lived near and had accepted membership.

6. Scripture from Yale, Hyslop from Columbia, Witmer from Pennsylvania. Uncertain, yet they were in the east. Scripture and Witmer were individualists; they were not joiners.

7. Dewey at Michigan and Hume at Toronto. Uncertain, presumably too far away to come.

8. Angell at Stanford, Patrick at Iowa, Wolfe at Nebraska. Almost certainly absent, because they lived so far away. After all, this was only a big committee meeting. In 1892 the trip from California to Massachusetts and return would have taken Angell not less than eleven days on the train.

9. Ladd at Yale, Royce at Harvard, Baldwin at Toronto, Cattell at Columbia. Absent. Bryan from memory asserts the absence of the first three.

Ladd would have been important enough for mention if he had come (he was second president of the APA). Royce was not the organizing kind of psychologist. Baldwin in his two autobiographies makes no mention at all of the founding of the APA (3, 4). Cattell has testified to his own absence (5, p. 35).

10. James. Absent. He was at the moment in Switzerland. There is no mention of the founding of the APA in James's published letters (6, 8) nor in the letters between James and Hall preserved in the Houghton Library at Harvard. Cattell said that James "was not at the beginning particularly favorable to the organization" (5, p. 35).

That is the roll. We may assume that the first mentioned ten men were certainly at this preliminary meeting, probably the first thirteen; and it is very doubtful that more than eighteen of the twenty-six were there.

It remains only for us to note that of the thirty-one members of the APA—the twenty-six charter members and the five new members elected in July—eighteen attended the First Annual Meeting at Pennsylvania in December 1892. Nine of them read papers. Present were Baldwin, Bryan, Burnham, Cattell, Fullerton, Hall, Jastrow, Ladd, Münsterberg, Sanford, Titchener, and Witmer—indeed an illustrious assembly of that time, with only James and Dewey absent from among the great. James was still abroad. Both James and Dewey attended the Second Annual Meeting at Columbia

the next year. American psychologists have always been apt and active organizers—of laboratories, journals, and societies—in the 1880's and 1890's as well as in the 1940's and 1950's. Hall, the APA's founder in 1892, was representing American psychologists in their characteristic organizational activities, just as truly as James, the functionalist, was able to give form to the characteristic pattern of their thinking.

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ON THE TRAINING OF PSYCHOLOGISTS IN GERMANY

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MANY personal contacts with American psychologists in 1950 have shown the author a widespread interest in German psychology after many years of interruption of all exchange and of the usual flow of information. The present note will try to fill this gap with some facts and comparative comments on the training of psychologists in Western Germany. Very little is known, even in Germany, about Eastern Germany.

Since fundamental differences exist between American and German education these differences in preprofessional education will be considered first. In the traditional German educational system about 80 per cent of the students receive eight years of elementary education and then go into the trades or labor. The remaining 20 per cent shift from elementary to secondary education at age 10 or 11, after the fourth grade. In the *Höhere Schule* (secondary education) they continue for eight years. The final diploma, *Abitur*, is the entrance requirement for German universities.

There are different types of *Höhere Schule*. One of them, the *Gymnasium*, is generally considered the preparatory school for the universities. It favors the humanities in its curriculum. After completing the *Gymnasium* the student has had eight years of Latin, six years of Greek, three years of French or English, as well as ancient and modern history, German language and literature, mathematics, and other courses—but no psychology courses. The time spent in school thus amounts to eight years, about 42 weeks a year, about 30 hours a week. Besides this, homework figures prominently in contrast to the American high school. All courses in the *Höhere Schule* are obligatory with a few additional electives for the most able and most interested students (mostly another language, music and art education, the school band, etc.).

The other types of the *Höhere Schule* (*Oberschule*, *Realgymnasium*, *Oberrealschule*, etc.) differ from the *Gymnasium* only in the curriculum. Their

emphasis is less on the humanities, and more on science and the modern languages. A larger percentage of their graduates go into business, civil service, and administrative jobs, but some enter the university.

Because of the differences in starting age, curriculum, time spent in school and on homework, the *Abitur* is not comparable to a degree received at approximately the same age level in American schools. In former times the *Abitur* used to be equivalent to the BA, but now because of the general slackening of academic standards the best guess is that it falls approximately one year short of the BA. A comparative evaluation, however, is extremely difficult and it may be assumed that individual differences are more important for the outcome of the educational process than the differences between the two systems.

With these considerations in mind we may now explore professional training. It starts at the university level and is approximately equal in form and content to graduate study in American universities. It leads in all subjects to final degrees (doctoral degrees, *Staatsexamina*, diplomas) after a minimum of from three to five years according to subject matter and professional standards in different professions.

Since 1941 German universities have been granting two different degrees in psychology: the doctorate and the diploma of psychology. They are not sequential degrees like the MA and PhD, but require the same minimum amount of training time (8 semesters) and they are equivalent as far as professional standards and admission to professional organizations are concerned. They differ chiefly in the academic versus professional emphasis.

The doctorate, usually the Dr. phil. or PhD but in some universities the Dr. rer. nat. or Doctor of Science, is granted after the well-known traditional university training with psychology as a major, and two minors which are very often pedagogy,

German literature, philosophy, history, etc., and a doctoral dissertation in the major field of psychology. In contrast to American university training there are no required courses or credits and no required professional or practical training.

The diploma of psychology, on the other hand, stresses the professional aspect of psychology in its requirements and examinations. Before being admitted, the student must have acquired the Abitur of a Höhere Schule. In addition he must pass an entrance aptitude examination, and have worked for one year in the field of education, human relations, child welfare, social work, or some similar field before starting his academic work. After a minimum of five semesters he can apply for the preliminary examination (Diplom-Vorprüfung). In partial fulfillment of the Vorprüfung a thesis has to be written on a theme given by the examination committee. The thesis is "to show that the candidate can do independent research" and has to be finished within eight weeks.

The oral examination for the Vorprüfung covers the following fields:

Allgemeine Psychologie—general psychology
Entwicklungspsychologie—developmental psychology
Charakterkunde—theory of personality
Ausdruckspsychologie—psychology of expressive movements
Biologisch-medizinische Hilfswissenschaften—fundamentals of biology, physiology, and medical psychology
Philosophie—philosophy

Before applying for the final examination (Diplom-Hauptprüfung) the student must meet the following additional requirements:

1. He must have passed the preliminary examination (Vorprüfung).
2. He must have done academic work for at least three more semesters, i.e., a minimum of eight semesters, or four years, altogether.
3. He must have had at least three internships of six weeks each ("under supervision and with success") in schools, homes for delinquent youth or orphans, welfare agencies, vocational guidance offices, child guidance clinics, etc.

The final examination itself consists of an oral and a written part. The oral part covers all the following fields:

Psychologische Diagnostik—diagnostic methods
Angewandte Psychologie—applied psychology
Pädagogische Psychologie und Psychagogik—educational psychology and psychotherapy
Kultur und Völkerpsychologie—psychology of culture, religion, etc., social psychology
Allgemeine Psychopathologie—psychopathology

It is evident that there are difficulties in translating these terms. Their different meanings in American and German psychology would involve writing a treatise on the differences between American and German psychology and their cultural and historical causal factors.

For the written examination of the Diplomprüfung the candidate has to write two papers under supervision, for four hours each, on a theme given by the examination committee. They are usually either actual case studies or on diagnostic and applied methods in psychology. They are, of course, of the essay type for objective tests are not used in German universities. After passing this final examination the academic degree of Diplompsychologe is granted.

There are only slight variations in requirements and examination procedures among the fifteen universities in Western Germany. The real differences in training are probably greater than the almost uniform regulations would suggest, but certainly much smaller than among American universities. As shown above, there is also considerably less specialization in the field than in the United States, at least as far as manifested in curricula, examinations, job titles, etc. Finally, in Germany professional standards and the employment situation do not allow employment or admission to the professional organization, the Berufsverband Deutscher Psychologen, below the doctoral or diplomate level.

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Comment

History and Purposes of the International Council of Women Psychologists

Ten years ago a group of women psychologists under the leadership of Clairette P. Armstrong and Gladys C. Schwesinger met in New York and decided to organize the National Council of Women Psychologists. The purpose of the Council was to marshal the knowledge and skills of the group for the defense and support of the government during World War II. The charter members elected Florence L. Goodenough, president, Helen Peak, vice-president; Gladys C. Schwesinger, secretary, and Theodora Abel, treasurer.

Since transportation was limited, local chapters were established throughout the country, whose main aim was applying psychology to the general defense effort. One of the major projects during the early years was the preparation of a series of *Outlines for Lectures* to serve as guides for psychologists lecturing to groups on national defense. The series was a popular one and covered such topics as "Teaching Babies to Eat under War-Time Conditions" (Crutcher); "Meeting Emotional Strain in School Teachers" (Strang); "Teaching Leaders for Discussion Groups" (Fjeld); "Challenge of the War to Rural Citizenship" (Portenier); "Problems of Youth" (Valentine); and a six-sessions group, "Psychological First Aid" (Gilbert and Armstrong).

Articles on women psychologists, their work, training, and opportunities as well as expanding opportunities for women psychologists in the postwar period appeared in various psychological journals to encourage women and agencies to cooperate in order that manpower shortages be lessened without lowering standards.

In addition to Dr. Goodenough, other wartime presidents of the National Council of Women Psychologists were Clairette Armstrong and Gertrude Hildreth. During the second year of Dr. Hildreth's presidency, the question arose of whether the National Council of Women Psychologists should be disbanded since its primary function had been realized. At the Philadelphia meeting it was decided to reorganize the group into the International Council of Women Psychologists in order "to promote psychology as a science and as a profession, particularly with respect to the contribution of women throughout the world." Today its members encircle the earth living on all five continents and on some of the islands in between.

ICWP has three classes of members: Fellow, Associate, and Professional Affiliate. The third class was established to admit women who could not meet the qualifications of psychologists but who as educators, social scientists, doctors, and professionals in allied

fields would be valuable co-workers for international understanding and fellowship. In the fall of 1950, the Council voted to admit men psychologists to the group on their petition. Already such petitions are being received.

Following Dr. Hildreth, other presidents of ICWP have been Alice Bryan, Gladys C. Schwesinger, and Lillian Portenier. Some of the activities of the reorganized Council have been an annual meeting held concurrently with the American Psychological Association each September; a quarterly *Newsletter*; extensive correspondence between scattered members throughout the world; sending books, reports, and periodicals to colleagues and universities whose libraries have been destroyed; furnishing hospitality and entertainment for distinguished persons who seek to enlarge their understanding of other sections of the world; providing concrete personal help to colleagues in different countries; and aiding displaced or about-to-be displaced psychologists who seek employment in countries other than their own. In some instances, manuscripts have been translated into secondary language and assistance given for the publication of these in a country other than that of the author.

Moral support has been given the first International Children's Summer Village sponsored by Erasmus and Doris T. Allen in Cincinnati this June. The same sort of support will be given to Elisabeth Schliebe-Lippert who is promoting international camps for children in Europe. Both Dr. Allen and Dr. Schliebe-Lippert are members of ICWP.

Many members, but particularly Alice Bell Struthers and Lillian Portenier, have demonstrated how international mindedness can be engendered and sustained not only in elementary school children but also in youth and in graduate students. Close contact is kept with UNESCO. Several members, such as Elisabeth H. Morris, Elizabeth Woods, Margarete Sael, Elisabeth Schliebe-Lippert, Tomiko Wada Kora, Rachel McKnight Simmons, and Claire Kears Grauel have made tours of duty to countries other than their own to further more constructive planning in educational matters. By uniting, women psychologists believe they can deal more effectively with problems that are peculiar to women. They can concentrate on areas of professional service where their sex will be an asset and not a liability.

The members of ICWP are dedicated to use their science in developing a sound international psychology; to improve relationships between professional psychologists, especially women, everywhere; and to determine how to meet the difficulties they face in trying to ful-

fill their double function as women and as psychologists.

EVELYN M. CARRINGTON
Texas State College for Women

What Should be Published in Psychological Journals?

Dr. Eysenck in the December 1950 *American Psychologist* suggests that fewer articles should be published in our journals, but that they should contain all the experimental data which led to the results. Space should be denied, he argued, to articles which are of "little scientific value because experimental conditions, faulty sampling, small number of cases, and so forth, make it impossible to establish any conclusions of general validity."

Underlying Dr. Eysenck's contention there are several assumptions. One is that all real science is quantitative and hence quantification is the only mark of a real science. This assumption, however, is gratuitous until proven otherwise. When properly applied quantification certainly is a powerful instrument of inquiry. It is, of course, desirable to use it whenever feasible. There is nothing to imply, however, that this is always the case in psychology unless we want to exclude from consideration those aspects of psychology which quantification does not fit. The second assumption seems to be that scientific papers are wholly good or wholly bad, or that there can be nothing good to a paper if its methodology is not good. Yet it seems that the history of science abounds with examples when wrong propositions allowed for the development of a methodology applied later with much advantage to better propositions; or of notions at first demonstrated through inadequate data and shrouded by obscure concepts which yet helped to reorient the thinking of an entire field. This observation incidentally holds no license for rash hypotheses—they will not be "stimulating" just because they are uncritical.

The attitude generalized in the second assumption is related to the third one which might be termed that of linear progress in science. If science presents itself eventually as a system of logically coherent reasoning, it has certainly not come about in the same direct and rational manner. More often than not the growth of theory seems to occur in hops, skips, and jumps. Intellectual progress is apparently as much of a struggle to overcome personal and social inhibitions as it is the methodical extension of propositions. Much energy has to be expended on breaking away from a traditional frame of reference, though it may already be plainly obsolete, before a new one can be adopted.

We do not know how communication functions in the social process of research and why it does not function with the encompassing rationality that Dr. Eysenck seems to anticipate. The elements of scientific procedure may accumulate for a long time and the right

hand of science may not yet know what the left hand doeth. When and under what circumstances closure will occur cannot be predicted. Hence no attempt should be made to ordain it through editorial rules. For all we know, a lot of unsuitable statistics may have to be produced until the error becomes consequential enough for somebody else to review the whole matter and initiate change. A lot of time is wasted this way indeed, but growth of all kinds seems to be little concerned with parsimony of effort and the economy of time. Sanctions will not help to make the public intellect more perspicacious. The best we can do for the catalyzing of the scientific process is to provide better conditions for the exchange of ideas. Instead of commanding scientific acumen under pain of suppression let us make it more *likely* by replacing, whenever feasible, regimentation through communication.

For who should decide when an idea or method should not only be known by all but also accepted by all? Who should decide which papers are "of little scientific value" and what is "of little general interest and importance"? Should a considerable quantity of papers be kept from publication which have been, and still are being devoted to the study of partial aspects of behavior while disregarding that each part is affected by the conditions of the whole organism in which it is functioning? For another instance, some psychologists think that no amount of statistical elaboration will generate a new theory and that the gigantic laboriousness of factor analysis does not always correspond with the significance of its results. Should we have barred psychologists who do not share these doubts from the benefits of publication and confine them to the American Documentation Institute? It is fortunate that no psychologist who holds this or any other opinion has the power to decree that for the subject of his disapproval "a single line announcement . . . would be quite sufficient." On the contrary, it is highly desirable that papers of widely different method and theoretical persuasion be printed. I believe that our common interest—the understanding of human experience—will be better served if the standards implied in Dr. Eysenck's proposal are freely disputed rather than taken for granted. If suggestions are to be made concerning the appearance of psychological papers, they should be directed to the profession at large rather than to the APA Council or to the editors of our journals. The latter, I think, deserve our gratitude for their circumspection and broadmindedness. But if preference is to be given to anything, it should go to papers which show originality of thought and critical acuity in the fundamental job of any science, namely, the continuous revision of its basic concepts in the light of new experience.

FREDERICK WYATT
Cushing VA Hospital and
Clark University

The College Student as Laboratory Animal

It suffices, in some psychological circles, for obtaining a reputation for profundity and scientific rigor to point, with the requisite gloom, to the fact that a large portion of our data on human behavior and attitudes is derived from college student subjects. Indeed, there is a rather widespread belief that the use of such subjects is a second-rate dodge of lazy investigators. Because this problem is of both practical and theoretical importance, it should prove useful to subject it to analysis.

What are the special characteristics of college students as a group? They are young adults, usually between eighteen and twenty-two, with more formal education than the average of the population. They represent rather more heavily the higher income classes. Their main activity is attending college. These are their broad characteristics. Is there anything in this particular constellation which disqualifies the group as research subjects?

There is one element of validity in the deploring of the use of college student subjects. If we are interested, *on a descriptive level*, in determining the social psychological relationships of a particular group in, say, an industrial plant or in the Church hierarchy there is nothing to be gained from the study of college students. On an attitudinal level, the situation is similar. If we are interested in the attitudes of a heterogeneous population, such as of the United States, toward President Truman, it would again be improper to poll only college students. Almost any national public opinion poll, when broken down into educational levels, is apt to reveal sizable differences between educated and uneducated. Sometimes the differences are unpredicted and rather startling, as in the contrast in social class sex habits as revealed in the Kinsey report.

But there is a methodologically quite different use of college students. This is in the determination of higher-order conceptual relationships. It is on this level that the specific descriptive nature of the subjects is of only minor importance. On this level *all* human groups are representative of the human race.

By the very fact that we do psychological research most of us implicitly assume that there are certain regularities or laws of human behavior. We assume further that these laws operate for all human beings. It was within this context that the late Kurt Lewin talked of proving a law from a single case. Perhaps the most striking example in psychology of this level of research is the work of Freud, who seems to have at least touched upon broad underlying relationships on the basis of the clinical examination of a handful of Viennese of certain social classes.

It seems clear that to uncover these relationships, one may work with any group. Actually, some groups

are much more desirable than others, because the particular values of the observables or the concepts are such as to render them more accessible or the relationship more dramatic. Thus, geneticists might study the fruit fly rather than the house fly and the physicists study falling bodies *in vacuo* rather than in air. The sheer fact that a particular response can easily be elicited may determine its use. Or the choice may simply be a matter of availability.

After having established a conceptual relationship in a group, one may employ another kind of group to observe if the relationship still holds, what the curve of the relationship might look like at other values, what other variables might be involved, etc. At the present level of development of psychology, however, probably the greatest value of working with several groups is to test whether one has indeed hit upon useful concepts or not.

If the foregoing analysis has any validity, then, because there is no reason to assume that psychological laws fail to hold in the case of college students, there can be no objection to their use. Moreover, this group appears to have certain special characteristics which make it desirable. These are:

1. College students belong—at least in the broadest sense of the term—to *homo sapiens*. Because we are concerned with explaining human behavior, this is an advantage. This entire point might indeed be redundant were it not for a certain unseemly arrogance not infrequently encountered among psychologists who purportedly study human behavior by studying the white rat.

2. College students are easily available. The economy in time and energy to a busy researcher is a godsend and certainly advantageous to his productivity. The choice of college student subjects is not therefore a lazy dodge, but rather an intelligent and efficient choice. Students represent, almost uniquely in our society, that dream of the advertising man, the "captive audience" which cannot escape. A professor can distribute questionnaires to his class in a manner which insures practically a 100 per cent return, or request volunteers and be fairly sure of getting them—situations almost unheard of in other areas of life.

3. The college student is a comparatively alert, responsive, and articulate subject. He has been trained all his life to answer questions; he can introspect and report upon his responses with, perhaps, less distortion than unschooled subjects.

It would seem, therefore, that psychologists with access to college student subjects are indeed fortunate. One would be hard put to think of any other laboratory animal possessing so many advantages.

MAURICE L. FARBER

University of Connecticut

Across the Secretary's Desk

An Executive Secretary's Diary

Wednesday, January 30, 1952

- 8:26 Arrive downtown.
- 8:44 Find parking place. Almost legal. Lucky.
- 8:48 Catch breath after climbing four flights to our offices.
- 8:50 Talk with George Albee about Placement System. Large number of new Associates registering. Seven hundred or so registrants last year. More this year, what with 1,418 new members. Some seem to be just shopping around. Place around 80 or 90 per year. Costs us close to \$100 per placement. Too expensive? Service too personalized? There are various ways to make it simpler and cheaper. We will get advice from Board of Directors about possible revisions.
- 9:40 Write memo to Board of Directors enclosing George Albee's analysis of Placement System problem. We need advice.
- 9:58 Real estate agent telephones. Have we actually bought a building yet? No? He has just the place for us. Beautiful private home on a quiet street just off Connecticut Avenue. Appointment to scout it at 1:00 P.M.
- 10:00 Lorraine Bouthilet to talk about portraits in *American Psychologist*. We've run out of officers of the Association. Almost all have already appeared. How about including some other psychologists who have not held major APA office? Or should we save money by not publishing any?
- 10:05 Architect calls. Do we want him to estimate cost of air-conditioning in a property the Building Committee is reporting to the Board? Yes. Estimates are cheap.
- 10:06 Lorraine Bouthilet (continued): If we continue portraits, how do we decide whose? Past presidents? Eminent foreign psychologists? Psychologists widely recognized for their research contributions but who have not held APA offices since the portrait series was begun? Let's write to some members and ask their reactions to the idea. Maybe we should get offprints of past portraits and sell the series at cost to our members. How do we find out if there's demand? Ask around. Get informal sample.
- 10:35 Another real estate agent calls. Owner of building for which Board has authorized negotiation still refuses to name selling price. All right. Let owner wait. He will not move out until summer in any case. Building Committee is still shopping around. Have found another property our Board may like.
- 10:38 Helen Morford to talk about 1951 committee expenses. Auditors coming next week. Must have all 1951 accounts settled.
- 10:42 Long distance call from New York. Someone wants to hire a young social psychologist good in statistics. Around \$5,000 per year. Research job. Please hurry. Yessir. Referral forms in mail tomorrow if we have any registrants that fit.
- 10:45 Helen Morford (continued): Postage for mailing new directory to members comes to \$3,300. Wow! Costs so much because it couldn't be mailed under book rate—not a book, according to post office definition. Sign check.
- 10:49 John Wilson calls from National Science Foundation. Make appointment to talk tomorrow about relations between NSF and APA.
- 11:04 Cup of coffee. Wander around to interrupt people in editorial office and financial office. One new joke today.
- 11:15 Read morning mail. Four expense vouchers from Education and Training committee members. Memo about affairs of Publications Board; must get slate for editor of *Psychological Review*. Lee Cronbach wants advice of APA lawyer about some problems of Committee on Test Standards. Clyde Coombs wants permission for Psychometric Society to meet with APA in September. Steamship company wants us to arrange a moonlight cruise to Mount Vernon during APA meetings. One member of Association registers ethics complaint against another: problem for Committee on Scientific and Professional Ethics and Conduct. Gentleman in Los Angeles is intelligently worried about psychological warfare. Two members suggest we publish abstracts of PhD theses and mimeographed research reports. Wayne Dennis, incoming editor of *Bulletin*, wants us to start thinking about a two-column format for that

- journal. Letter from Millard Caldwell asking APA cooperation with Office of Civil Defense.
- 11:50 Leave with George Albee for lunch with expert on publishers' accountancy. Man astounded at complexity of our publishing business. Ten journals, ten editors, five printers, central editorial function. Thinks he can help us install better system of keeping track of costs. Thinks our charges to advertisers too low. He paid for lunch. We will talk with him some more. Maybe hire him as consultant for a couple of days.
- 1:00 Meet real estate agent to look at the building "specially designed for us." Yellow brick monstrosity. Victorian rococo splendor. Too small, too far away from things. Price not bad but no cause for excitement.
- 1:55 Call Jerry Carter, Chairman of Building Committee, to report scouting of above building and to talk about other building developments.
- 2:05 Member from Texas drops in to see what national headquarters looks like and to investigate the general employment situation.
- 2:40 Sign checks. Payday coming up tomorrow. Also printer's bills to be paid.
- 2:50 Dictate some letters. Letter to H. S. Langfeld about invitation to International Congress in 1954. Memo to Board of Directors about dates for 1954 meeting. According to poll of a sample, members clearly prefer dates around September 1 with 51 per cent in favor of holding it over Labor Day weekend, 40 per cent preferring a start on Labor Day. Board must decide so we can make commitments to New York hotels. Letter to S. S. Stevens accepting an article on NRC for the *American Psychologist*. Letter to lady who wants to put on fashion show at APA meetings. Referred her to Sherman Ross, Chairman of Local Arrangements Committee. Letter to Nicholas Hobbs about an outfit that grants doctoral degrees in psychology for \$100. Federal government is cognizant—maybe can make case on grounds of illegal interstate commerce. Letter to member explaining why new directory is late. Collaboration with National Scientific Register complicated. Whole job required extra staff. Competent short-term employees hard to find. Tried to include fall changes of address to keep book up to date. Aimed at December mailing. Failed. Very sorry. Letter to member telling him how to apply for Fellowship status. Get in touch with divisional secretary. Letter to C. M. Louttit agreeing that new APA manual of style might well be published in *Psychological Bulletin* rather than *American Psychologist*. Cheaper to print there. Also more convenient page size in reprint form.
- 3:40 Cup of warmed-over coffee. Visit around office to talk about nothing. Get invited out of back-order office. Women working.
- 3:50 Talk with Jane Hildreth about revised blank for 1952 Associate applications. How to get people to read new administrative rules adopted by Board? Refer applicants and endorsers to November 1951 *American Psychologist* or print everything on blank? If the latter, it may cost more to mail. Ask Membership Committee.
- 4:05 Write to leading sociologist asking if he will think about writing an article for a possible *American Psychologist* symposium on our ethics code. There is a sociology of ethics and maybe psychologists ought to know about it in this year of decision about ethics. Would philosophers have anything instructive to tell us? Probably.
- 4:14 Work for a while, under instructions from Lowell Kelly and the Ad Hoc Committee on Relations with the Medical Profession, on a revision of that Committee's report. After feedback from psychologists and others, the Committee is working to broaden, shorten, and clarify its report before it is distributed more widely.
- 4:49 Read and sign letters dictated yesterday.
- 5:01 Sit and breathe.
- 5:22 Head for home. Still a pile of papers on desk to deal with tomorrow.

FILLMORE H. SANFORD



QUINN MCNEMAR

Professor, Department of Psychology, Stanford University

Policy and Planning Board, American Psychological Association

President, Division on Evaluation and Measurement

Psychological Notes and News

At the University of Wisconsin 1952 Summer Session the faculty of the psychology department will include **Frank A. Beach** of Yale University and **Frank W. Finger** of the University of Virginia as visiting lecturers. In addition Professors **David A. Grant** and **Karl U. Smith**, Assistant Professors **E. Earl Baughman** and **Willard R. Thurlow**, and Instructors **Robert A. Butler**, **Hiroshi Odoi**, and **L. Benjamin Wyckoff** of the resident faculty will offer courses.

Irving C. Whittemore is on leave of absence from Boston University, where he is professor and chairman of the department of human relations in the College of Business Administration, to serve as executive secretary of the Scientific Advisory Committee on Specialized Personnel at the Selective Service System Headquarters in Washington, D. C.

L. L. Thurstone, Charles F. Grey Distinguished Service Professor of the University of Chicago, has accepted a position as research professor of psychology and director of the Psychometric Laboratory at the University of North Carolina. He begins his new position in April. **Thelma Gwinn Thurstone**, director of the Division of Child Study of the Chicago Board of Education, has accepted a position as professor in the School of Education at the University of North Carolina, beginning in September. She will work part time in the Psychometric Laboratory. Several research assistantships for graduate students will be available in the Psychometric Laboratory. Inquiries should be addressed to Dr. Dorothy C. Adkins, Chairman, Department of Psychology, The University of North Carolina, Chapel Hill, North Carolina.

First Lieutenant Albert N. Berenberg is now serving as a clinical psychologist in an Army General Hospital in Japan.

Gertrude Rand (Mrs. C. E. Ferree) was elected Honorary Fellow of the American Academy of Ophthalmology and Otolaryngology at the annual meeting of the Academy held in Chicago, October 14-19, 1951. This honor was conferred in recognition of her work in physiological optics related to ophthalmology. At present she is research associate in ophthalmology at the Institute of Ophthalmology,

College of Physicians and Surgeons of Columbia University.

Richard S. Solomon, consulting psychologist of Dayton, Ohio, has been appointed psychological consultant to the psychiatric division of the Miami Valley Hospital, Dayton, Ohio. He has also been elected to the Board of Directors of the Montgomery County Mental Hygiene Association, and to the Board of Trustees of the Ohio Psychological Association.

P. V. Sukhatme, chief of the Statistics Branch, Food and Agriculture Organization of the United Nations, will be visiting professor of statistics at Iowa State College during the spring quarter, beginning March 27, 1952. He will give lectures in advanced survey sampling. Dr. Sukhatme was formerly statistical adviser to the Indian Council of Agricultural Research at New Delhi, India.

Dale B. Harris, **Leona Tyler**, and **Clifford T. Morgan** will be visiting professors on the Stanford University staff during the coming summer. Dr. Morgan is also teaching at Stanford during the winter and spring quarters of 1952.

Max Cooper is now chief psychologist at the Veterans Administration Hospital, Northport, New York. He was formerly with the VA Mental Hygiene Clinic in Brooklyn.

John N. Buck has resigned as chairman and member of the Virginia Examining Board for Clinical Psychologists effective January 1, 1952. **Gilbert Rich** of Roanoke, Virginia, was named to replace him as a member of the Board and **William M. Hinton**, of Washington and Lee University, was named chairman of the Board.

Daniel Starch, president of Daniel Starch and Staff, consultants in business research, was given the Paul D. Converse award at a symposium at the University of Illinois, October 26-27, 1951. This award is "in recognition of outstanding contributions to the advancement of science in marketing." *Fortune* magazine refers to this award as the "Marketing Hall of Fame" and *Sales Management* magazine describes it as "the highest honor in the marketing field." Up to the present time, this

recognition has been conferred upon fifteen persons including one other psychologist, Walter Dill Scott.

Nathaniel J. Raskin has left Hunter College to accept the position of director of research planning with the American Foundation for the Blind in New York City. He will initiate and develop the Foundation's fellowship program, which will provide support for graduate students and others engaged in research on some aspect of the adjustment, counseling, or training of the blind.

Robert B. Aledort has joined the advertising agency of Batten, Barton, Durstine & Osborne, Inc., New York, as assistant to **William A. Reynolds**, director of the Technical Research Division of the Research Department.

Fillmore H. Sanford has been appointed a member of the Board of Editors of the new *Public Health Reports*. This new journal, which is published by the Office of the Surgeon General of the Public Health Service will be concerned with professional and technical aspects of public health practice, problems of health administration, and research in these fields, with special emphasis on administrative practice, program development, and applied research.

Leo Shatin has recently been appointed chief clinical psychologist at the Brooklyn Veterans Administration Hospital in Brooklyn, New York.

Clare Wright Thompson was appointed supervisor of training on the staff of the Clinical Psychology Service, VA Hospital, Palo Alto, California in October 1951. Prior to her appointment she was in private practice in San Francisco. She is continuing to serve as a consultant at Langley Porter Clinic. More recently **Charles F. Mason**, formerly on the staff of the Illinois Institute of Juvenile Research, became a member of the staff at this hospital. He is in charge of coordinating psychological services for one unit of hospital wards.

Gerald C. Carter, associate professor of psychology, University of Illinois, assisted in the writing of supervisory training manuals in Human Relations and Job Instruction at the Air Defense Command Headquarters, Colorado Springs, Colorado, last summer. During the past few months, he has presented condensed versions of these programs and has instructed in the program for trainers

at the Air Defense Force Headquarters at Stewart Air Force Base, New York; San Francisco, California; and Kansas City, Missouri.

S. Stansfeld Sargent is spending his sabbatical leave this year in Ventura, California. Aided by a grant from the Columbia University Council for Research in Social Sciences, he is studying the values found among members of differing socioeconomic groups.

Worthington Associates, Inc., Chicago, announces the addition to its staff of **William Stephenson** as a consultant, and the appointment of **Robert F. Peck** as vice president and research director, effective January 1951.

The Wichita Guidance Center has appointed the following to internships on its staff for the current academic year: **Robert Fager**, Ohio State University; **Harold McNeely**, University of Nebraska; **Howard Jaques**, University of Tennessee; and **Leonard Rosenberg**, Indiana University.

Henry D. Rinsland, professor of education at the University of Oklahoma, is serving his second term as president of the National Council on Measurements Used in Education. In May, 1950, he appointed **Jacob Orleans**, College of the City of New York, as chairman of the committee to study the code of ethics for use of standardized tests in educational institutions. At the same time, **J. R. Gerberich**, University of Connecticut, was appointed chairman of a committee to study the minimum standards for writing and publishing standardized tests for educational use. This committee, with the committee from the American Educational Research Association, has been working with the APA Committee on Test Standards under the chairmanship of **Lee J. Cronbach**. Two other committees are completing reports of interest to APA members: one is studying the use of educational measurements in public schools and is headed by **Basil Van Schuyver**, Northeastern State College; the other, headed by **C. H. Holland** of Southwestern College, is studying the methods and materials of measurement courses in colleges.

Errors in the Convention Calendar. Anyone planning to attend the 1952 APA convention or the next meeting of the Midwestern Psychological Association should note that the information in the

September and October Convention Calendar is incorrect. The dates of the APA convention and the dates and place of the MPA meeting have been changed. The information given in the Convention Calendar on page 115 of this issue is correct.

APA membership applications. The forms used by applicants for election as Associate of the American Psychological Association are being revised, in accordance with Council action of 1951. Individuals who wish their applications considered at the next meeting of the Membership Committee, October 1952, *must use the new forms* and have them complete by *August 1, 1952*. This ruling applies not only to new applicants, but also to individuals whose applications, on the old forms, are complete, incomplete, or have been rejected previously. The new forms may be obtained from the APA Central Office.

The Committee on Practicum Training of the APA Education and Training Board has corresponded with 145 centers which give practicum training to students of 40 approved university training programs in clinical psychology. No government agencies were included. The agencies were invited to comment on the APA's tentative recommendations for practicum training in clinical psychology (*American Psychologist*, November 1950), and a procedure for studying and evaluating their programs was outlined. Most of those agencies which entered into correspondence invited the committee to visit them this year.

To date, visits have been made to 18 practicum centers, and the visitors briefly discussed their impressions with the director of the agency and the chief psychologist. The visitors' reports were discussed at the physical meeting of the committee in February, and the general contents of the formal letters of evaluation were outlined. An agency so desiring may use the letters in corresponding with universities which send students to them for training, or in applying for financial support of their training programs. The visits this year are exploratory, and no ratings of agencies are contemplated. The budget permits the committee to visit only a fraction of those agencies which requested evaluation.

It is felt that the committee's work thus far has helped to improve interprofessional relationships and has encouraged agencies to examine their train-

ing programs critically. Although the committee members have considerably enhanced their understanding of the problems of practicum training in clinical psychology, it has still to disseminate this information in ways which will further psychology's development as a science and profession. At the Ann Arbor Conference, the committee discussed standards and evaluation procedures for practicum training in additional areas such as industrial and social psychology, experimental psychology, etc.

At the present time the committee is composed of Roy Brener, Isabelle Kendig, Donald Super, and Karl Heiser, chairman. The committee invites comments and questions on its work.

Members of the newly formed APA Committee on Universal Military Training and Service are John C. Flanagan, Frank A. Geldard, Charles S. Gersoni, Rensis Likert, Marion W. Richardson, Morton A. Seidenfeld, and Robert L. Thorndike. Leonard Carmichael is chairman of the Committee.

The new APA Publications Board met for the first time in Washington on November 17 and 18. The Board is charged with the general oversight of APA publications. At its first meeting it spent much of its time in trying to formulate fundamental lines of APA publication policy. It asked itself, why is the APA in the publication business?

Much time of the Publications Board was taken up with probably insoluble yet perennial problems. One is the problem of finding suitable candidates for the heavy responsibility of editing the APA journals. Another is how to reduce publication lag and get the journals out on time. A third is how to provide every hopeful writer with a suitable audience. And still another is the problem of presenting psychology attractively to the general public.

Two or three matters came up for special consideration. It was decided to conduct a limited poll of APA members concerning their views about the *Psychological Abstracts*, the *Psychological Bulletin*, and the *American Psychologist*. These were selected for the survey because they are the three "required" journals. Quinn McNemar agreed to serve as the chairman of the committee for this purpose. APA members who are not canvassed, and who have strong views about these journals, should send Professor McNemar their opinions.

Psychologists who earn more than \$400 yearly from self-employment in psychological work are now covered by Social Security. They must report their earnings on Schedule C which must be filed with the income tax return this year. The amount of the tax is $2\frac{1}{4}$ per cent of "net earnings" up to \$3,600 a year through 1953. In 1954, the tax will increase to 3 per cent; in 1960 it will be $3\frac{3}{4}$ per cent; for the year 1965 through 1969, it will be $4\frac{1}{2}$ per cent; for 1970 and thereafter, it will be $4\frac{5}{8}$ per cent. This tax will go into the Trust Fund from which all insurance benefits under social security are paid. A booklet explaining the law, entitled *Do You Work for Yourself*, is for sale by the Superintendent of Documents, U. S. Government Printing Office, Washington 25, D. C., for five cents. This booklet may also be obtained by calling or writing the nearest field office of the Social Security Administration.

The Graduate Records Examinations Advanced Psychology Test has been completed by the committee appointed to develop this test. The committee, which was made up from a panel nominated by the APA, consisted of Norman L. Munn, Daniel Katz, Harold Schlosberg, Laurance F. Shaffer, and Delos D. Wickens. Edith M. Huddleston of the Educational Testing Service also worked on the development. The new three-hour comprehensive test developed by this committee was administered for the first time in the Graduate Record Examinations National Program for Graduate School Selection on October 26 and 27, 1951. It has also been made available to institutions desiring to administer it to classes of regularly enrolled students.

The Institut für Sozialforschung was formally reopened at the University of Frankfurt on November 14, 1951, after an absence of nearly nineteen years enforced by the Nazi regime. Its director is Max Horkheimer, professor of philosophy and sociology, and currently Rector, at the University. Re-establishment of the Institut in Frankfurt, as an autonomous body affiliated with the University, was made possible through the international cooperation of many scholars and public figures. The international aspect was stressed at the dedication ceremony; participants included representatives of the Institut, the University, the American High Commission, and the German government. Pro-

fessor René König of the University of Zurich spoke for the International Sociological Association, and Professors Leopold von Wiese and Milton Mayer for German and American scholarship, respectively. Funds for the new building were made available by the American High Commission, the city of Frankfurt, the government of Hesse, and private sources.

The Institut's program will continue to be built on the integration of philosophy with sociology, economics, and psychology, and on combining the emphasis on theory that characterizes the German tradition with the rigorous empirical methods that have been the specific American contribution to sociology. Major research projects at present center on the intellectual and emotional effects of the Nazi period on Germany, German attitudes toward America, and a comparative analysis of the impact of foreign propaganda on postwar Germany. In these projects a newly developed method of recorded panel discussions with selected samples of the German population is being applied.

First psychology telecourse. The first regular college course in introductory psychology to appear on television was presented during the spring of 1951. The telecourse was sponsored jointly by the University of Cincinnati and Station WKRC-TV, and was taught by Herbert B. Weaver, associate professor of psychology. Audience response was good, and the program is being continued to include other courses and subjects.

The Personnel and Training Branch of the Human Resources Division, Office of Naval Research, held a midwinter basic research seminar at Northwestern University, Evanston, Illinois, January 19 and 20, 1952. These annual seminars are sponsored by the Branch Advisory Panel, and cover the more basic research projects under the guidance of the Personnel and Training Branch. The following papers were included in this year's program: "Factor Analysis of High-Level Ability," Paul Christensen (for J. P. Guilford); "A Study of Speed Factors in Tests," Frederic Lord; "Quality Control Analysis of Behavior," Harold Gulliksen; "Experimental Analysis of Mental Set," Howard H. Kendler; "Studies of Decision Making," C. L. Winder; "Research on Problem Solving," E. R. Hilgard; "Factors Influencing Learning and Retention," B. J. Underwood; "Research on Human

Learning," W. A. Bousfield, J. M. Pickett, and D. Zeaman; "Hormonal Influences on Learning," Mortimer Applezweig; "The Role of Motivation in Learning," Kenneth W. Spence.

Members of the Advisory Panel participating in this seminar were Dewey B. Stuit, William Maucker, Milton Wexler, Quinn McNemar, and William Michael. Kenneth E. Clark, William A. Hunt, and Aaron Nadel also attended the seminar. From the Department of the Navy were John P. Flynn, John Dailey, Eugene Carstater, James Bryson, M. N. States, Marguerite Young, J. W. Macmillan, and John T. Wilson.

No formal report of the seminar will be made, but the research reported at the meetings will be published in the appropriate professional journals.

The first psychological service center in Latin America was established recently by Mexico City College (CQ), the only American-style liberal arts college in Latin America. The center is headed by R. Díaz Guerrero. Other members of the staff are Frances Benzeniste, F. Garza Garcia, Hans Hoffman, and Louis Feder. The center will be concerned with the establishment of programs of vocational counseling, guidance, and psychotherapy as well as the translation, revision, and standardization of American tests for Mexico and other Spanish-speaking countries, and the elaboration of Mexican tests.

The New Jersey Psychological Association held its midwinter meeting on February 9, at Rutgers, the State University of New Jersey.

Ten papers on original research by New Jersey psychologists were presented. Nelson G. Hanawalt acted as chairman of the program committee.

Officers of the Southern College Personnel Association for the coming year are J. Broward Culpepper, Florida State University, president; Robert S. Waldrop, Vanderbilt University, vice president; Ava Sellers, Vanderbilt University, secretary; and L. L. Love, University of Mississippi, treasurer. The next meeting will be held at Raleigh, North Carolina, with North Carolina State as the host on November 10 and 11, 1952.

The Society for Projective Techniques, New York Division, will hold its annual meeting on March 15, 1952, in the auditorium of the New York State Psychiatric Institute and Hospital, 722

West 168th Street, New York City. In the morning there will be a panel discussion on "The M Factor in Rorschach" with Samuel J. Beck, Gotthard C. Booth, Fred Brown, and Zigmunt A. Piotrowski as participants, and Samuel B. Kutash as chairman. In the afternoon Emil Oberholzer will speak on "Contents and Essentials of Rorschach's Experiment in Psychotherapy." There will also be a group of invited papers on the topic "Projective Techniques with Children Aged 6 to 10" with Leopold Bellak, Florence Halpern, and Karen Machover as participants and Edward J. Shoben, Jr., as chairman.

The Oregon Psychological Association held its first meeting in Portland on December 29, 1951. Those present represented most of the colleges and universities and the various public and private agencies in the state. The following officers were elected: William B. Singer, president; Robert W. Leeper, president-elect; and Robert D. Boyd, secretary-treasurer. Members of the Executive Board are George R. Mursell and Maurice J. Lessard.

Two workshop seminars in the Rorschach test will be held this summer at the University of Chicago. S. J. Beck will conduct both seminars. The dates are July 7-11 and July 14-18, 1952. Basic processes will be demonstrated the first week. The instruction will cover technic in administering, all scoring, processing of test records, psychologic significance of the separate variables, and introduction to interpretation. The advanced seminar to be given the second week will be on the topic of acute stresses, in adults and in the adolescent range. Tests records will demonstrate conflict conditions, in which severe emotional pressures meet strenuous ego defense resistance (all with acute psychological pain), and the treatment assets in these patients. For full information, write to the Department of Psychology, University of Chicago, Chicago 37, Illinois.

Three workshops in the Rorschach method will be held this summer at Western Reserve University under the instructorship of Marguerite R. Hertz. Workshop I, "Introduction to the Rorschach method," June 2-6, will be open to qualified psychiatrists, psychologists, research workers in these fields, graduate students specializing in clinical psychology having at least one year's study or the equivalent in a recognized university and with

clinical or research experience in psychology, psychiatry, or psychiatric social work. Workshop II, June 9-13, "Intermediate course in the interpretation and clinical application of the Rorschach method," is limited to professionally trained persons in psychology, psychiatry, psychiatric social work who have had introductory courses in the Rorschach method or its equivalent. Students in Workshop I may continue with Workshop II. Workshop III, June 16-20, "Advanced course in the interpretation of Rorschach records of various personality and clinical groups," is limited to professionally trained persons in psychology, psychiatry, and psychiatric social work, who have had at least one full year of experience with the Rorschach method. Fee is \$40 per workshop; one credit per workshop may be obtained if requested upon registration and presentation of college transcript. Each workshop will be limited to 25 persons. Application and inquiries should be made prior to May 15 to Dr. Marguerite R. Hertz, Department of Psychology, Western Reserve University, Cleveland 6, Ohio.

The workshop in projective methods inaugurated last summer at the New School for Social Research, under the direction of Camilla Kemple and Florence R. Miale, will be repeated this summer. There will be four weeks of courses in the Rorschach method (introductory and three advanced levels), introductory and advanced figure-drawing analysis, taught by Karen Machover; a course in the Miale-Holsopple Sentence Completion Technique, taught by Dr. Holsopple and Mrs. Miale; and an introductory course in handwriting analysis. The dates are from June 16 through July 12, inclusive. The courses will receive graduate credit from the New School. For further information write to Richard Benjamin, 34 West 75th Street, New York 23, N. Y.

Chico State College, Chico, California, is planning its fourth annual **counseling workshop** under the direction of Herman J. Peters, from June 16 through July 11, 1952. The workshop will be divided into a basic and advanced counseling workshop. The basic workshop will serve as an introductory course for teachers, counselors, and administrators. The advanced workshop will be centered on students learning interviewing techniques in realistic counseling situations. Francis

P. Robinson, professor of psychology at Ohio State University, will be visiting professor in charge of the practicum in "Interviewing Techniques." For further details write to Dr. Herman J. Peters, Student Personnel Office, Chico State College, Chico, California.

A **biostatistics conference** has been scheduled for the first session of the 1952 summer quarter, June 16-July 23, at Iowa State College. It is sponsored by faculty members working in agriculture, biology, and statistics at Iowa State College and by the Biometric Society (ENAR). The subject matter of the five-week conference is arranged so that those who cannot attend the entire conference can advantageously come for one or more of the weeks. Iowa State College is giving the conference financial support. Publication in book form is intended.

The plan of the program is that each morning a biologist will present a problem, outline the objectives, describe techniques suitable for the experiment and analysis. A statistician will then discuss suitable experimental designs and statistical and mathematical methods for attacking the problem. These speakers will preside at a general discussion period of the same topic the same afternoon. Some graduate credit in statistics will be allowed for attendance and study during the Conference. For further information write to T. A. Bancroft, Director, Statistical Laboratory, Iowa State College, Ames, Iowa.

The Tenth Annual Session of the **Summer School of Alcohol Studies** will be held at Yale University, July 7 to August 1, 1952. The Summer School's educational program is designed to meet the needs of those in activities or professions requiring knowledge and understanding of alcohol beverages, their functions, and the problems associated with their use. The tenth session will differ somewhat from previous Schools in that the number of general lecture sessions will be reduced to allow more time for seminar and special interest meetings. In addition to the staff at the Center of Alcohol Studies, lecturers and seminar leaders are drawn from the University, other universities, and from nonacademic agencies concerned and experienced with problems related to alcohol beverages. The School is under the direction of Selden D. Bacon, associate professor of sociology

and director of the Center of Alcohol Studies. Requests for further information and all correspondence should be addressed to: Summer School of Alcohol Studies, Laboratory of Applied Physiology, Yale University, 52 Hillhouse Ave., New Haven, Connecticut.

A summer camp for children with more than their share of adjustment problems will be conducted this coming summer at Camp Arthur, in the Catskill Mountains of New York State. Theodore Landsman of Vanderbilt University and Ernst G. Beier of Syracuse University will direct the camp. The essential orientation of the camp will be that of client-centered, or nondirective, psychotherapy, and will include an evaluation program for the children.

Workshop and practicum training will be offered to counselors in the area of play therapy and child guidance. Graduate students in clinical psychology and related fields are invited to correspond with Dr. Ernst Beier, Box 14, University Station, Syracuse 10, New York. Counselors' salaries will be from \$100 to \$400 plus maintenance, according to experience and training.

The Fifth Annual Conference on **Mental Hygiene and Problems of Exceptional Children** will be held at Syracuse University, Syracuse, New York, on May 10, 1952. The theme of the meeting will be "Problems of the Adjusted Child." Co-chairmen for the conference are Ernst G. Beier and William M. Cruickshank.

The **National Training Laboratory in Group Development** will hold a four-week summer laboratory session at Gould Academy, Bethel, Maine, from June 22 through July 18, 1952. The purpose of the program is to sensitize leaders in all fields to the existence and nature of the dynamic forces operating in the small group. The Laboratory is sponsored by the Division of Adult Education Service of the National Education Association and the Research Center for Group Dynamics of the University of Michigan, with the cooperation of the Universities of Chicago, Illinois, and California, Ohio State University, Antioch College, Teachers College, Columbia University, and other educational institutions. Its year-round research and consultation program is supported by a grant from the Carnegie Corporation of New York. For fur-

ther information, write to the NTLGD at 1201 Sixteenth Street, N. W., Washington 6, D. C.

The **Union College Character Research Project** has received an announcement from the Lilly Endowment, Inc., of an additional commitment which will eventually amount to \$225,000. The Lilly Endowment has made a number of earlier appropriations, the last of which was announced in 1949. This new appropriation, which will increase the annual budget of the Project from \$100,000 a year to \$175,000 a year, will make possible the broadening of the research program of the Project. Several new members will be added to the research staff. An effort will be made to bring experts in psychology and religious education to Schenectady for periods of consultation. It is hoped, also, that the various denominational educational boards and the character building agencies can be invited to send representatives to Schenectady for a "report of progress" and a sharing of problems and methods. Ernest M. Ligon is director of the project.

The **Edward L. Bernays Foundation Radio-Television Award** will be presented by the American Sociological Society to the individual or group contributing the best piece of research on the effects of radio and/or television on American society. Presentation of the Award, a \$1,000 U. S. Government bond, a gift of the Foundation, will be made at the Society's annual convention in September at Atlantic City, New Jersey. Any individual or group wishing to compete for the Award must submit in duplicate a report on the research on or *before June 15, 1952*. Both published and unpublished studies may be submitted. Research not fully completed for which a report with preliminary findings is available may be submitted. All reports should be submitted as far in advance of the closing date as possible to the chairman of the committee of judges, Professor F. Stuart Chapin, Department of Sociology, University of Minnesota, Minneapolis 14, Minnesota.

The **Institute for the Unity of Science** is offering a prize of \$500 for the best essay on the theme "Mathematical Logic as a Tool of Analysis: Its Uses and Achievement in the Sciences and Philosophy." Two additional prizes of \$200 each will be given for the next best two essays. This is an international contest, open to everyone. Essays

must not exceed 25,000 words. They may be written in English, French, or German, and must be submitted before January 1, 1953. Further information on the contest may be obtained from the Institute for the Unity of Science, American Academy of Arts and Sciences, 28 Newbury Street, Boston 16, Massachusetts.

The Everett G. Brundage Memorial Fund has been established at the Wrigley Company in Chicago, where the late Dr. Brundage was active in establishing a personnel system. The 1952 award will be for the best personnel suggestion from a company employee. Those wishing to contribute to the fund may send checks, made out to Wm. Wrigley, Jr., Everett G. Brundage Memorial Fund, to Mrs. Geraldine B. Brundage, 712 North Street, Falls Church, Virginia.

Two fellowships in family life education of \$2,500 each, by the Grant Foundation of New York City, are available at Cornell University. The fellowships also include free tuition toward the PhD degree. Applicants must be men, preferably married, with a master's degree in psychology, sociology, or a related field, who show promise in family life education. Apply to the Department of Child Development and Family Relationships, Cornell University, Ithaca, N. Y.

Radcliffe College invites applications for the **Helen Putnam Fellowship for Advanced Research**, a postdoctoral resident fellowship for women, in the field of genetics or of mental health broadly defined to include such fields as clinical psychology and child development. The stipend is \$3,000 a year, with possibility of renewal. Application blanks may be obtained from the Secretary of the Graduate School, Radcliffe College, Cambridge, Massachusetts. Completed applications should be returned not later than *April 1, 1952*.

Available fellowships and assistantships for the academic year 1952-53 in the department of psychology at North Carolina State College are as follows: One teaching fellowship; one-half teaching load; stipend, \$1,200. Four research assistantships; fifteen hours' work; stipend, \$1,200 each; eight research assistantships; twelve hours' work; stipend, \$600 each, in contract research in occupational vision and accidents. Part-time work also available. Apply by June 1 to Dean, Graduate

School, North Carolina State College of Agriculture and Engineering of the University of North Carolina, Raleigh, North Carolina.

Advertisements of available internships will not be published in the *American Psychologist* until further notice. It is hoped that at some later date it will be possible to publish a complete list of agencies and institutions offering internships, together with a statement of the criteria by which a prospective intern may evaluate the internship. Until that time it is suggested that announcements of internships be sent directly to departments of psychology offering graduate training in clinical psychology.

Vacancies

Residencies and postdoctoral fellowships will be available July 1 at the University of Texas Medical Branch; stipends, \$2,000-\$3,600. Also **special summer session appointments** for university staff psychologists who would like to spend six weeks in full-time clinical work. Write to Dr. Austin Foster, Galveston Psychopathic Hospital, Galveston, Texas.

Postdoctoral residency for a one-year period beginning September 15. Candidates for the residency must hold a doctoral degree in psychology with some training and experience in the clinical field. Stipend, \$2,200. Application forms and further information may be obtained by writing the Superintendent, Dr. Winfred Overholser, St. Elizabeths Hospital, Washington, D. C. Applications for 1952-53 must be received by *April 1, 1952*.

Two-year postdoctoral residency, PhD in psychology with a minimum of one year's supervised experience in clinical psychology. Resident will be assigned to the department of adult psychiatry. During the first year the resident will receive intensive training in diagnostic testing and in the application of psychological test findings to treatment planning in all its phases. Individual supervision will be provided on an "apprenticeship" basis, the trainee working closely with his supervisor, accompanying him to section meetings, discussing with him his test assignments, his participation in section meetings, etc. Through this intimate contact with his supervisor, supplemented by supervised practice, clinical readings, seminars and conferences, the resident is expected to learn the theory and technique essential to good clinical

psychological practice. In the second year the resident will participate more actively as a member of a psychiatric section under the guidance of his supervisor. Secondary concentration in psychotherapy, research, or child psychology may be arranged, depending on the resident's personal interests and aptitudes. Stipend, \$4,100 for first year; \$4,350-\$4,800 for second year. Begin July 1, 1952. On satisfactory completion of the first year, the appointment will be renewed for the second year. Applications must be submitted *before April 15*. For information and application forms write to Mr. Martin Mayman, Director of Menninger Foundation-Topeka State Hospital Intern Training Center, Topeka, Kansas.

Clinical psychologist, PhD, male or female, for research, diagnostic testing, psychotherapy, and some teaching in the department of psychiatry in the Medical College of the University of Utah. Prefer a person with extensive clinical training and experience. Salary, \$5,500-\$6,000. Beginning July, 1952. Apply to Dr. Ija N. Korner, Chief Psychologist, Department of Psychiatry, University of Utah, 156 Westminster Avenue, Salt Lake City, Utah.

Clinical psychologist, PhD, at least two years' full-time clinical experience with adults. Applicant must be capable of supervising psychological technicians. Duties involve diagnosis, personality evaluation, and psychotherapy. Civil service placement at a GS-11 level, salary, \$5,940. Apply to J. John Vaccaro, 1st Lt. MSC, Chief, Clinical Psychology Section, U. S. Army Hospital, Camp Atterbury, Indiana.

Clinical psychologists, PhD, either sex, under 50. To participate in state program integrating service, training, and research activities of psychiatric team members. Three openings for Chief, Psychological Services at State Mental Hospitals; one opening for Chief Psychologist at a State Mental Hygiene Clinic. Provision for part-time affiliation with the psychiatric unit of the University of Nebraska College of Medicine. Salaries, \$5,000-\$7,200, depending on qualifications. Write to Cecil L. Wittson, M.D., Director, Nebraska Psychiatric Unit, University of Nebraska College of Medicine, 40th and Poppleton Streets, Omaha 5, Nebraska.

Instructor or assistant professor in industrial psychology. PhD or all residence work completed; teaching experience desirable. Salary, \$3,600-\$4,500 for nine months. Apply to Dean L. S. McLeod, University of Tulsa, Tulsa, Oklahoma.

Child psychologist, MA required and/or clinical internship with experience; duties involve diagnostic work and counseling in child guidance center, doing research and teaching. Salary, \$3,510-\$4,110. Apply to Jerman W. Rose, M.D., Director, Oneida County Child Guidance Center, 1506 Whitesboro Street, Utica, New York.

Research biologist, PhD or equivalent, male preferred, to do research in vision, especially color vision. Prefer recent graduate with training in physiology or experimental psychology, some knowledge of mathematics and physics desirable. Salary, at least \$4,500 dependent on qualifications. Apply to Dr. Oscar W. Richards, American Optical Company, Research Laboratory, P. O. Box 137, Stamford, Connecticut.

Job analysts for domestic positions, male, 25 or older, some graduate training in industrial psychology desirable, at least one year of job analysis or closely related experience. Three vacancies with starting salaries dependent upon qualifications, beginning at \$4,525 for minimum requirements. **Openings also exist in field office in Saudi Arabia with higher salaries and living allowances.** Apply to Harold Heinze, Head of Recruiting Section, Arabian American Oil Company, 505 Park Avenue, New York 22, N. Y.

Editorial associate, either sex, MA required, PhD preferred; graduate training in quantitative psychology, test theory, and learning; educational or industrial experience desirable; aptitude for and interest in writing. To work in development and publication of educational and/or industrial tests and related materials; must plan, administer, and carry out detailed projects. Begin as soon as possible. Applicant should submit summary of graduate training and work experience, name of supervisor for all professional work, any evidence of writing ability, and salary expected. Salary, open. Write to Mrs. Gloria Bauer, Science Research Associates, 57 W. Grand Ave., Chicago 10, Illinois.

Convention Calendar

AMERICAN PSYCHOLOGICAL ASSOCIATION

September 1-6, 1952; Washington, D. C.

For information write to:

Dr. Fillmore H. Sanford
1515 Massachusetts Avenue N.W.
Washington 5, D. C.

EASTERN PSYCHOLOGICAL ASSOCIATION

March 28-29, 1952; Atlantic City, New Jersey

For information write to:

Dr. Charles N. Cofer
Department of Psychology
University of Maryland
College Park, Maryland

WESTERN PSYCHOLOGICAL ASSOCIATION

April 25-26, 1952; Fresno, California

For information write to:

Dr. Richard W. Kilby
Department of Psychology
San Jose State College
San Jose 14, California

MIDWESTERN PSYCHOLOGICAL ASSOCIATION

April 25-26, 1952; Cleveland, Ohio

For information write to:

Dr. David A. Grant
Department of Psychology
University of Wisconsin
Madison, Wisconsin

SOUTHERN SOCIETY FOR PHILOSOPHY AND PSYCHOLOGY

April 10-12, 1952; Knoxville, Tennessee

For information write to:

Dr. D. Maurice Allan
Hampden-Sydney College
Hampden-Sydney, Virginia

ROCKY MOUNTAIN BRANCH OF THE AMERICAN PSYCHOLOGICAL ASSOCIATION

May 2-3, 1952; Boulder, Colorado

For information write to:

Dr. Lawrence S. Rogers
1046 Madison Street
Denver 6, Colorado

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

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